

857 repeated until all the fallen stones have been collected,
 524 when it is considered that the game is won. The rules
 are, however, more complicated than this brief sketch
 has made them appear.

DISCIPLINE

857 During the period between two and six years, the
 865 children have a tendency to play with their friends until
 late in the evening. The playground may be quite re-
 moved from the house; hence parents often have to take
 strict action to keep their children within the bounds of
 their homesteads. When they are disobedient, the
 normal disciplinary action is whipping. At this age

[864] female children are instructed to sit with their knees
 together. If one of them sits carelessly she is either warned
 or whipped. Among her duties are the fetching of fire-
 wood or dishes for food, and if she refuses to fetch fire-
 wood for anyone in the village she may be whipped.

[868] She cannot, of course, be asked to bring fire from a
 neighbouring home, or to light it, because she lacks the
 experience necessary for this task. Crying without a
 cause is sternly repressed and if it is persisted in it earns
 the child a whipping.

855 *Training in decency.* Luo children from two years up-
 963 wards are greatly neglected so far as clothes, washing,
 and training in decency are concerned. Hence the
 general appearance of these children is that of dirty
 little creatures whose clothes are stained with the soil in
 which they play. Some mothers admit that they fail to
 wash their children for as long as three days. Other
 mothers do not worry at all, assuming that their children
 will go with the older children to wash themselves.

863 Children old enough to walk about are strictly in-
 structed not to empty their bowels inside the home but
 in front of the house beyond the enclosure. Once shown

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The sexual life of girls at school-going age. While the sexual interest shown by girls of school-going age is not as pronounced as in the succeeding age group, there is a period of transition among the older members who sometimes begin to take great interest in romantic aspirations. The older girls when talking to their men friends often tolerate the presence of younger girls, and although they are not always accompanied by them their attitude towards younger girls is not hostile as in the case of older boys and their juniors. Hence it is common to find among adolescent girls a number of the school-going age. Girls nearing adolescence usually have a great desire to see the breasts come. These are therefore constantly touched and stimulated. 864●
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The horizon of sexual relationship — six to eleven. Although this age group marks the period of separation for the sexes so far as play goes, it is also a time when the older members of the groups of both sexes begin to take a specific interest in one another. The interest probably begins when the children in their imaginative play imitate the marital relationship which exists between adults. This starts with the imitation of a married couple, then proceeds to the imitation of the act of bearing a child. Both sexes take part in this.

But apart from these imitative games, a great curiosity is displayed in the examination of external reproductive organs. Among certain children we find that something approaching a crude sexual intercourse takes place when older members of the family are absent. During the period when the crops are ripening these older children, sometimes accompanied by younger ones who act as sentries, disappear into the cornfields to carry out this practice. 864

When this stage of development is made known by the younger children, who perhaps from sheer interest

864 report to the parents what they have seen, the reaction of the grown-ups is to reproach the children and restrict them from playing with members of the opposite sex. But it is only occasionally that such cases are reported. As a rule, children have such experiences when they are well out of reach. On the whole, the practice is not taken very seriously.

864 The child first experiences the restrictions of exogamy
867 when she is stopped from having sexual interest in any other child in her family. For instance, she is reproached when found playing with her cousins. Her growing interest in sex then extends itself to others outside the family. Through the orders of her adult relatives the child is forced to agree to have no sexual relationship with those related to her. These restrictions imposed on the younger generation follow the lineal structure, and it is the duty of the adult members of the community to tell the child the social code regarding sexual relationships. Up to the age of eleven the child accepts restrictions as a matter of course, her ideas of kinship being immature.

867 The child's knowledge of the boundaries of exogamy is uncertain till adolescence, when it takes its final form. Before that, its knowledge is arrived at by two processes: first, the child hears of some boys from a particular lineage and gets in touch with them; next the adult members of the community become aware of the existing relationship and set about to discourage it. The process is repeated elsewhere with the same result, a full knowledge of the boundaries of exogamy coming only with maturity. That it happens by this method of trial and error is clear from instances of marriage proposals being turned down between men and women who are related.

864 A great deal of knowledge about sex is acquired from

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the older girls among whom the younger girls sleep. 864
Male visitors from the homes of women in adjoining homesteads also provide an opportunity for learning the coquetry and customs of the more mature girls. Although girls of school-going age are inexperienced, they are not despised on these occasions, though the necessity of keeping order in the room forces the older girls to keep an eye on the younger girls to discourage unnecessary laughter.

The family and the school. Modern school education acts as a break in the continuity of education for domestic purposes. The school demands regular attendance, whereas the mother requires the labour of her daughter. 177
For the young girl, the school provides a relief from 871
hard and tedious work for the family, and from her mother's supervision. It also provides an unrestricted field of association with other girls, whereas at home she would rarely have time to see her girl friends. Thus the school gives a very different environment. There is a general tendency to become lazy among schoolgirls passing into adolescence. 857

The school forces parents to sacrifice themselves; hence there is no great keenness among mothers with regard to their daughters' education. The majority of them ignore it or are actively against it. In most quarters the desired knowledge for girls is limited to reading and writing. Beyond this, women have not been able to appreciate education for girls, and they often delay their daughters' entrance into schools. Thus in the lower Primary stages most of the girls are slightly older than the boys.

Education for girls is also distrusted because at present mothers feel that after it their daughters would not fit into the pattern of life into which they were born. There is also a feeling that the traditional education at home would suffer.

- 883 On the whole, girls dislike those men whose chief object
 ● 864 is sexual satisfaction. Their caution is often the result of
 881 talks on the nature of sexual relationship which girls
 hold in their communal sleeping places, and with older
 women.

When newly-married women return to their maternal homes, they freely discuss among themselves—especially during sleeping hours—their experiences with their husbands. This affords an opportunity for the unmarried adolescent girl to obtain first-hand information on the nature of relationships in married life.

- 883 *Opportunities for contact.* The normal first meeting between girls and those with whom they may have sexual relations, takes place by conscious or deliberate arrangements made by the parties concerned, at marriage ceremonies or in public places like market centres or towns. They first make each other's acquaintance somewhere between the girl's and the man's house, particularly when the two live in close proximity. These are distinguished from any other meetings in that they are arranged between the male friends and the older adolescent girls or those on the threshold of adolescence.

- 584 The meetings which take place during marriage ceremonies are observed with great interest by girls of the nursing age, who watch the older girls' behaviour towards their men friends with keen curiosity. In many instances introductions are managed through the brothers of the girls. Introductions resulting in marriage
 883 may also come about through a girl first acquainting herself with sisters who introduce their brother to her. Brothers of adolescent girls would, like all members of the family, disapprove of a prolonged friendship without any sign of betrothal and would do all they could to persuade the girl to look for another friend.

- 881 *Sex education of adolescent girls.* Girls in the old tradi-
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